

Texas Education Agency Standard Application System (SAS)

2017-2018 Perkins Reserve Grant

Program authority:	Title I, Part A, Carl D. Perkins Career and Technical Education Act of 2006, Public Law 109-270, Section 112(a)(1)	FOR TEA USE ONLY <small>Write NOGA ID here:</small>
Grant Period:	November 13, 2017, to August 31, 2018	
Application deadline:	5:00 p.m. Central Time, September 26, 2017	
Submittal information:	One original and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement, must be received no later than the aforementioned date and time at this address: Document Control Center, Grants Administration Division Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494	
Contact information:	Diane Salazar: diane.salazar@tea.texas.gov ; (512) 936-6060	

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Schedule #1—General Information

Part 1: Applicant Information

Organization name	County-District #		Amendment #
Valley View ISD	108916		
Vendor ID #	ESC Region #		
1997418	1		
Mailing address		City	State ZIP Code
9701 S JACKSON RD		PHARR	TX 78577-
Primary Contact			
First name	M.I.	Last name	Title
NANCY	E	MONTEMAYOR	GRANT WRITER
Telephone #	Email address		FAX #
(956) 340-1039	NEMONTEMAYOR@VVIEWISD.NET		(956) 843-3004
Secondary Contact			
First name	M.I.	Last name	Title
MONICA	M	LUNA	ASST. SUPERINTENDENT
Telephone #	Email address		FAX #
(956) 340-1000	MMLUNA@VVIEWISD.NET		(956) 843-3004

Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.

Authorized Official:

First name ROLANDO	M.I. E	Last name RAMIREZ	Title SUPERINTENDENT
Telephone # (956) 340-1000	Email address RRAMIREZ@VVIEWISD.NET		FAX # (956) 843-3004
Signature (blue ink preferred)	Date signed		

Only the legally responsible party may sign this application.

701-17-103-049

Schedule #1—General Information

County-district number or vendor ID: 108916

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
4	Request for Amendment	N/A	<input type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	See Important Note For Competitive Grants*	<input type="checkbox"/>
8	Professional and Contracted Services (6200)		<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600)		<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
18	Equitable Access and Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>

***IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, **the application will be disqualified.**

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 108916

Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
No program-related attachments are required for this grant.		

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the General and Fiscal Guidelines.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the program guidelines for this grant.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all General Provisions and Assurances requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all Debarment and Suspension Certification requirements.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 108916

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant provides assurances that they will continue to meet all Statutory Requirements as outlined in their 2017–2018 Perkins Formula Grant incorporated by reference.
4.	The applicant assures that its ability is to meet the 20% match requirement.
5.	Applicants applying for Focus Area 1, 2, or 3 provide assurance that the curriculum they develop will be appropriately aligned to marketable skills in the identified high-demand occupations. It may include industry recognized credentialing as part of the degree plan.
6.	Applicants applying for Focus Area 1, 2, or 3 provide assurance that the development and implementation of industry experiences, including mentorship programs, internships, externships, and/or apprenticeship, will expose students to applied learning and real-world work activities in the identified high-demand occupation(s).
7.	Applicants applying for Focus Area 1, 2, or 3 provide assurance that, within 90 days of the grant start, awarded applicants will submit a Memorandum of Understanding (MOU) detailing the relationship between the dual credit partner, the LEA, and business and industry partner(s).

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 108916

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Indicate the Focus Area for which you are applying. **Only one Focus Area may be selected per application, limit of two applications per LEA** (see Program Guidelines pages 8 and 11 for more information on eligibility requirements for each of the Focus Areas).

- ☐ Focus Area 1: Pathway Hubs, Rural Schools
- ☐ Focus Area 2: Pathway Hubs, Career Center Partnerships
- ☒ Focus Area 3: CTE Career Cluster
- ☐ Focus Area 4: Testing Site/Licensed Instructor

The funding purpose of the Perkins Reserve Grant at Valley View Independent School will be to enhance the existing Career and Technology Education School of Health Science Program at Valley View High School. This will be accomplished by providing new instructional resources and improved supplemental materials, as well as upgrading the necessary equipment to meet industry specifications. Ultimately, this shall better prepare students for a high demand career in the health-care industry and, at the same time, increase the number of program participants and eligible students who obtain a certification and/or license in a health-care field. Valley View ISD is located in South Texas along the U.S. / Mexico border in one of the most impoverished counties in the state, Hidalgo County. It is a Title 1 school district with more than eighty-five percent of the district school population deemed economically disadvantaged based on the Texas Education Agency (TEA) Snapshot 2016 Performance Reporting schedule. In addition to substantial economic barriers, students come from homes where Spanish is the only spoken language, resulting in a large number of English Language Learners. Fifty-eight percent of the student population in the district are currently identified as English Language Learners (ELLs). Furthermore, the location of the district north of the border with Mexico provides for a large influx of immigrants in the Valley View service area which contributes to the student population of recent immigrants also identified as 'At-Risk'. Some of the more pressing challenges facing the district is the need to improve resources and post-secondary attainment opportunities for high school students. Nevertheless, Valley View ISD strives to establish a culture of success within the district and each of its eight schools. The Superintendent of Schools, Mr. Rolando Ramirez has instilled a motivational theme each and every year since he springboarded as the district leader in January 2014. It is no surprise that the theme for this 2017-2018 school year is "Success and Nothing Less!" Even with its major challenges, the district with its Board of Trustees seeks to provide a long-term solution to the problem of college attainment for all students. Valley View ISD has implemented Advanced Technical Credit (ATC), which is a state wide program that advances program placement for students interested in preparing for college and technical careers that require post-secondary education. Students in their junior and senior years in high school who earn a grade of 3.0 (B) or better are given the opportunity to swap courses as advanced measures for their graduation plan. Statewide Articulation is another way students can earn college credit while in high school. Students who take content-enhanced articulated career and technical courses for high school credit may also be eligible for college credit at community or technical colleges statewide. Furthermore, the Board of Trustees has been committed to establishing and sustaining a Valley View T-STEM Early College High School and a Career and Technology Education (CTE) Program with its own exclusive building. These noticeable efforts show that the district strives to prepare students to become career and college ready. Valley View ISD has 996 students currently enrolled in Career and Technical Education courses, approximately eighty-two percent of the total high school student population. That number represents a vast majority of the students enrolled at a high school which has a current enrollment of 1,218 students. As in with any other district, the CTE Program at Valley View ISD encompasses various career clusters. Career clusters provide the foundation for restructuring how Valley View High School arranges its instructional programs. Programs of Study (POS) have been created for each career cluster which groups the occupations and broad industries based on commonalities. Each Program of Study represents a recommended sequence of coursework based on a student's interest or career goal.

Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: 108916

Amendment # (for amendments only):

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Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Career and Technology Education (CTE) programs at Valley View Independent School District involve project-based and problem-based learning with Rigorous Programs of Study (RPOS) that align comprehensive education and training programs with business and industry needs. It contains Career Pathways that lead to industry-recognized credentials and advantageous jobs on high demand. Career and Technology Education at Valley View ISD is a way to assist students to plan ahead for leadership and academic excellence, apprentice options, industry certifications, and college degrees. It also helps provide opportunities to students for the acquisition of marketable skills, industry recognized credentials, and employment. One of the main objectives of the program is to enable students to discover the relationship between abstract ideas and practical applications and be able to integrate academic basic coursework in career-focused subject matter. Another major goal of the Career and Technology Education Program at Valley View ISD is to help students apply their acquired skills and knowledge in the real world. Ultimately, CTE facilitates a seamless transition from secondary to post-secondary educational opportunities with the following career clusters:

Audio/Video Technology and Communication	Business Management and Administration
Health Science	Arts
Hospitality and Tourism-Culinary Arts	Human Services
Information Technology (IT)-Robotics	Law, Public Safety, Corrections and Security
Manufacturing - Welding	Science, Technology, Engineering & Mathematics -TSTEM

Focusing on the proposed project with possible funding from the Perkins Reserve Grant, the career cluster that will be targeted is the School of Health Science in an effort to increase certificates and licenses in the following areas:

- Two-year state issued license as a Certified Nurse Assistant (CNA)
- Two-year state issued license in Phlebotomy
- State Certificates in EKG, CNA, Phlebotomy and Patient Care Technician
- Two-year Certified Medical Administrative Assistant (CMAA) National Certificate
- Two-year Certified Billing and Coding Specialist (CBCS) National License

According to the Texas Career Check registry for the Lower Rio Grande Valley region, careers in the health industry are ranked among the top twenty-five occupations with highest projected number of jobs. This includes Registered Nurses ranked number two on the list and Licensed Practical and Licensed Vocational Nurses ranked number six. An article published by the Texas Workforce Commission in October 18, 2016 announced that Workforce Solutions Texoma would partner with North Central Texas College to target high demand training by simulating a training environment for licensed vocational nurse (LVN) and registered nurse (RN) trainees. Additionally, the Texas CNA Certification from Texas Nursing Schools claims that there is a current shortage of health care workers, making abundant job opportunities for careers in the health industry, including vocational nurses in the state of Texas. With these projections, we can expect a high demand for health care professionals in Hidalgo County now and in the near future. To meet this demand, Valley View ISD will prepare students for a health professional career through the Valley View High School Career and Technology Education School of Health Science Program. The district currently has the following student enrollment in Health Program courses:

Course	Student Enrollment
Medical Office Specialist	10
Nursing 1 CNA Program	36
STC Medical Office Specialist	5

Students following the Certified Nurse Assistant (CNA) pathway are completing the expected coursework to meet pre-requisites for a CNA certificate; the goal of an enhanced program is to increase student participation in the program by twenty percent by the end of the thirty-six month project period. If the funding assistance is made available to the district through the Perkins Reserve Grant, Valley View ISD will be able to expand the existing program resulting in an increased number of students obtaining a certificate or license that include state issued licenses, state issued and national certificates, and national licenses in a health care field ultimately leading students to a Vocational Nurse License.

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Schedule #6—Program Budget Summary

County-district number or vendor ID: 108916				Amendment # (for amendments only):		
Program authority: Title I, Carl D. Perkins Career and Technical Education Act of 2006, P. L. 109-270, Sec. 112 (a)(1)						
Grant period: November 13, 2017, to August 31, 2018				Fund code: 244		
Budget Summary						
Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost	Match
Schedule #7	Payroll Costs (6100)	6100	\$15,000	\$0	\$15,000	\$3,000
Schedule #8	Professional and Contracted Services (6200)	6200	\$13,000	\$0	\$13,000	\$2,600
Schedule #9	Supplies and Materials (6300)	6300	\$26,000	\$0	\$26,000	\$5,200
Schedule #10	Other Operating Costs (6400)	6400	\$21,000	\$0	\$21,000	\$4,200
Schedule #11	Capital Outlay (6600)	6600	\$0	\$0	\$0	\$0
Grand total of budgeted costs (add all entries in each column):			\$75,000	\$	\$75,000	\$15,000
Administrative Cost Calculation						
Enter the total grant amount requested:					\$0.0	
Percentage limit on administrative costs established for the program (5%):					× .05	
Multiply and round down to the nearest whole dollar. Enter the result.						
This is the maximum amount allowable for administrative costs, including indirect costs:					\$0.0	

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Schedule #7—Payroll Costs (6100)					
County-district number or vendor ID: 108916				Amendment # (for amendments only):	
Employee Position Title		Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted	Match
Academic/Instructional					
1					
2	Educational aide			\$0	\$
3	Tutor			\$0	\$
Program Management and Administration					
4	Project director			\$0	\$
5	Project coordinator			\$0	\$
6	Teacher facilitator				
7	Teacher supervisor			\$0	\$
8	Secretary/administrative assistant			\$0	\$
9	Data entry clerk			\$0	\$
10	Grant accountant/bookkeeper			\$0	\$
11	Evaluator/evaluation specialist			\$0	\$
Auxiliary					
12	Counselor			\$0	\$
13	Social worker			\$0	\$
14	Community liaison/parent coordinator			\$0	\$
Education Service Center (to be completed by ESC only when ESC is the applicant)					
15					
16					
17					
18					
19					
20					
Other Employee Positions					
21	Title			\$	\$
22	Title			\$	\$
23	Title			\$	\$
24	Subtotal employee costs:			\$	\$
Substitute, Extra-Duty Pay, Benefits Costs					
25	6112	Substitute pay		\$	\$
26	6119	Professional staff extra-duty pay		\$15,000	\$3,000
27	6121	Support staff extra-duty pay		\$	\$
28	6140	Employee benefits		\$	\$
29	61XX	Tuition remission (IHEs only)		\$	\$
30	Subtotal substitute, extra-duty, benefits costs			\$	\$
31	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):			\$15,000	\$3,000

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #8—Professional and Contracted Services (6200)			
County-district number or vendor ID: 108916		Amendment # (for amendments only):	
NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.			
Professional and Contracted Services Requiring Specific Approval			
Expense Item Description		Grant Amount Budgeted	Match
6269	Rental or lease of buildings, space in buildings, or land	\$0	
	Specify purpose:		
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$0	\$0
Professional and Contracted Services			
#	Description of Service and Purpose	Grant Amount Budgeted	Match
1	Teachers enhance curriculum	\$5,000	\$1,000
2	Consulting Services related to health industry	\$5,000	\$1,000
3	Motivational speakers to retain students in program and encourage a college degree	\$3,000	\$600
4		\$	\$
5		\$	\$
6		\$	\$
7		\$	\$
8		\$	\$
9		\$	\$
10		\$	\$
11		\$	\$
12		\$	\$
13		\$	\$
14		\$	\$
b. Subtotal of professional and contracted services:		\$13,000	\$2,600
c. Remaining 6200—Professional and contracted services that do not require specific approval:		\$	\$
(Sum of lines a, b, and c) Grand total		\$13,000	\$2,600

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #9—Supplies and Materials (6300)			
County-District Number or Vendor ID: 108916		Amendment number (for amendments only):	
Supplies and Materials Requiring Specific Approval			
		Grant Amount Budgeted	Match
6300	Total supplies and materials that do not require specific approval:	\$26,000	\$5,200
Grand total:		\$26,000	\$5,200

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #10—Other Operating Costs (6400)			
County-District Number or Vendor ID: 108916		Amendment number (for amendments only):	
Expense Item Description		Grant Amount Budgeted	Match
6413	Stipends for non-employees other than those included in 6419	\$0	\$0
6419	Non-employee costs for conferences. Requires pre-authorization in writing.	\$0	\$0
Subtotal other operating costs requiring specific approval:		\$0	\$0
	Remaining 6400—Other operating costs that do not require specific approval:	\$21,000	\$4,200
Grand total:		\$21,000	\$4,200

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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Schedule #11—Capital Outlay (6600)					
County-District Number or Vendor ID: 108916			Amendment number (for amendments only):		
#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted	Match
6669—Library Books and Media (capitalized and controlled by library)					
1		N/A	N/A	\$0	\$0
66XX—Computing Devices, capitalized					
2			\$0	\$0	\$0
3			\$	\$	\$
4			\$	\$	\$
5			\$	\$	\$
6			\$	\$	\$
7			\$	\$	\$
8			\$	\$	\$
9			\$	\$	\$
10			\$	\$	\$
11			\$	\$	\$
66XX—Software, capitalized					
12			\$0	\$0	\$0
13			\$	\$	\$
14			\$	\$	\$
15			\$	\$	\$
16			\$	\$	\$
17			\$	\$	\$
18			\$	\$	\$
66XX—Equipment, furniture, or vehicles					
19			\$0	\$0	\$0
20			\$	\$	\$
21			\$	\$	\$
22			\$	\$	\$
23			\$	\$	\$
24			\$	\$	\$
25			\$	\$	\$
26			\$	\$	\$
27			\$	\$	\$
28			\$	\$	\$
66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)					
29				\$0	\$0
Grand total:				\$0	\$0

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds

County-district number or vendor ID: 108916

Amendment # (for amendments only):

Part 1: Student/Teacher Demographics of Population To Be Served With Grant Funds. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comment section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program. Response is limited to space provided. Use Arial font, no smaller than 10 point.

Student Category	Student Number	Student Percentage	Comment
Economically disadvantaged	31	60%	Thirty-one out of the fifty-one students currently enrolled in the CTE Health Science Program
Limited English proficient (LEP)	9	17%	Nine out of the fifty-one students currently enrolled are still identified as Limited English Proficient
Attendance rate	NA	96.5%	Based on Snapshot 2016 District Detail for Valley View ISD
Annual dropout rate (Gr 9-12)	NA	1%	Based on Snapshot 2016 District Detail for Valley View ISD
Teacher Category	Teacher Number	Teacher Percentage	Comment
1-5 Years Exp.	1	50%	Fernando Godino, Licensed Vocational Nurse
6-10 Years Exp.	1	50%	Laura Singleterry, South Texas College Instructor
11-20 Years Exp.		%	
20+ Years Exp.		%	
No degree	1	50%	Fernando Godino, RGV-Vo-Tech Director
Bachelor's Degree	1	50%	Laura Singleterry, Bachelors of Applied Technology and Medical Health Service Management
Master's Degree		%	
Doctorate		%	

Part 2: Students/Teachers To Be Served With Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type: ☒ Public ☐ Open-Enrollment Charter ☐ Private Nonprofit ☐ Private For Profit ☐ Public Institution

Students

PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
												9	42	51

Teachers

PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
												1	1	2

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Schedule #13—Needs Assessment

County-district number or vendor ID: 108916

Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired outcome or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. If this application is for a district level grant that will only serve specific campuses, list the name of the campus(es) to be served and why they were selected. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Career and Technology Education (CTE) School of Health Science Program at Valley View Independent School District has identified needs that must be addressed in order to promote the program and health-care careers. In the Spring of 2017, twenty-two students received a Certified Nurse Assistant (CNA) State License, twenty-two earned a Phlebotomy State License, four students received a certificate as a Certified Patient Care Technician, and four students earned a Medical Office Specialist Certificate. The desired outcome is to increase the number of licenses and certificates issued to student participants in the Valley View ISD CTE School of Health Science Program by twenty percent. The needs assessment has identified that staffing and teacher retention are areas that need to be properly addressed. Valley View ISD will provide additional staff support to retain teachers by providing upgraded teaching materials, opportunities to revisit the curriculum, and consulting services. The district will also expand the program by offering optional classes in the Career and Technology (CTE) School Of Health course path sequence by introducing the following courses: Principals of Health Science, Pathophysiology, and Medical Microbiology. Principles of Health Science, an orientation of the health care industry, will serve as a foundation for occupations and functions in any health care profession. If offered, students will analyze and interpret medical milestones, conditions, trends and issues to develop historical perspectives about the health care industry and explore the organizational structure of various health-care facilities. Students will also have an opportunity to observe, analyze and interpret human behaviors to better understand people and apply methods of giving and obtaining information to communicate effectively, both orally and in writing. Throughout the program, students will need to follow health and safety policies and procedures to prevent injury or illness through safe work practices and learn to evaluate services, products, and resources available in order to make effective consumer decisions. Students in this pathway also need to demonstrate skills and work habits that lead to success in future schooling and workplace. Pathophysiology, or the functional changes in the human body associated with or resulting from disease or injury, is a required area of study for nearly all healthcare professional school programs. Students enrolled in this course can be exposed to the history of Pathophysiology, including the Germ Theory, scientific medicine, and biomedicine while learning about diseases, disease mechanisms, and pathogens that harm the human body. Last, Medical Microbiology is defined as the branch of medical science concerned with the prevention, diagnosis and treatment of infectious diseases. Students can build an understanding of commonly treated infectious diseases and the sources: bacterial, viral, parasitic, or fungal. Students can be instructed on the causes and transmission of infectious diseases and learn about optional treatments. As a measure to promote the CTE School of Health Science program, Valley View ISD will offer consulting services from experts to encourage students to complete the career pathway and obtain a college degree in the area of health services. In order to do this, Valley View ISD will work in collaboration with guest speakers from South Texas Community College (STC), The University of Texas Rio Grande Valley (UTRGV), and RGV Vo-Tech to strengthen career awareness and career goals in the CTE program. The district will also work with Allied Health Agencies to facilitate placement of graduates. Another area that has been identified in the needs assessment is the need to improve students' hands-on skills, technical expertise, and clinical decision making. Supplemental resources and materials will be needed to better prepare students for certification examinations in their health-related field of study. For example, there is a current need for supplies for the phlebotomy course. Students are trained in the removal of blood from a patient for the purpose of testing. Students become familiar with equipment that includes test tubes and needles as well as safety equipment used for infection control. They gain experience with patient preparation and site selection for venipuncture and capillary puncture. Considering that a major focus of the program will be hands-on skills and technical expertise, the district will need to acquire supplemental resources and materials appropriate for student training. The current equipment, such as medical training mannequins, has not been replaced for over five years, making the need to upgrade medical training equipment materials, resources, and supplies one of the program's priorities. In summary, staffing, increased student enrollment, promoting health careers, equipment upgrades, supplemental training materials, resources, and supplies for a simulated training environment have been identified in the needs assessment as focus areas that must be addressed and enhanced in order to strengthen the Career and Technology Education School of Health Science Program at Valley View High School to ultimately improve the overall success rate of the program gauged by an increase in licenses and certificates issued to students.

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 108916

Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List your top three to five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	Provide necessary staffing and teacher retention to enhance course sequence and career pathway	Valley View ISD will provide additional staff support to retain teachers in order to offer optional classes in the Career and Technology Education (CTE) School of Health Science career pathway sequence. These courses play a critical role in giving students mastery in content, becoming independent learners, improving hands-on and problem solving skills, and becoming self-directed in medical procedures.
2.	Retaining students in career pathway	Valley View ISD will provide pre-internship field experiences to strengthen work-based learning opportunities that will encourage students to remain in the CTE School of Health Science career pathway and avoid students from dropping out or making sudden changes to a different pathway.
3.	Provision of supplemental instructional resources and materials	Valley View ISD will better prepare students for state certification and license exams with appropriate coursework and medical training. Supplemental instructional resources and materials include consumables (e.g. test tubes, needles), non-consumables (medical training mannequins, simulators), safety equipment, and instructional materials (textbooks, test prep materials).
4.	Equipment upgrades	Valley View ISD will better prepare students in a simulated training environment for a high skilled occupation in the health-care industry by providing work-based training using new and improved equipment, emergency training simulators, supplemental nursing skills kits, and upgraded patient care materials and emergency care mannequins.
5.	Promoting Health Careers	Valley View ISD will strengthen partnerships and collaborate with South Texas Community College (STC) and The University of Texas Rio Grande Valley (UTRGV) to encourage students in obtaining a college degree in the area of health care services. The district will contract consulting services and motivational speakers from experts in the field to help build career awareness and career goals. The district will work with RGV Vo-Tech and Allied Health Agencies to facilitate placement of program graduates.

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Schedule #14—Management Plan

County-district number or vendor ID: 108916

Amendment # (for amendments only):

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	RGV-Vo-Tech Director	Fernando Godino, Licensed Vocational Nurse
2.	STC Instructor	Laura Singleterry, Bachelors of Applied Technology & Medical Health Service Management
3.	STC Instructor	Melissa Gauna, Bachelors of Applied Science in Medical and Health Services Management, Associate's Interdisciplinary Studies
4.	Clinical Professor	Dr. Dahlia Rojas, PHD.RN Doctoral Degree in Nursing, Bachelor of Science and Nursing, Master of Science in Nursing
5.		

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone	Begin Activity	End Activity
1.	Teacher Recruitment	1. Review teacher recruitment goals and strategies	12/13/2017	01/26/17
		2. Leadership team identify staffing needs	01/26/18	04/27/2018
		3. Profile top applicants for selection	04/27/2018	08/05/2018
		4. Define keys roles and responsibilities of staff	04/27/2018	08/05/2018
		5. Train staff as needed and provide support	04/27/2018	05/29/2020
2.	Student Recruitment	1. Provide program information to students	01/26/2018	05/29/2020
		2. Offer motivational speaker presentations	01/26/2018	05/29/2020
		3. Consulting services from experts	01/26/2018	05/29/2020
		4. Strengthen career awareness and career goals	01/26/2018	05/29/2020
		5. Provide academic advising and counseling	01/26/2018	05/29/2020
3.	Obtain additional instructional materials, resources, and equipment	1. Needs assessment for materials and resources	12/13/2017	05/29/2020
		2. Obtain quotes for purchases of resources/equipment	12/13/2017	05/29/2020
		3. Make purchases of supplemental resources	12/13/2017	05/29/2020
		4. Equipment upgrades	12/13/2017	05/29/2020
		5.		
4.	Program Evaluation, Needs Assessment, Plan of Action	1. Review current goals and strategies	12/13/2017	05/29/2020
		2. Needs assessment of program	12/13/2017	05/29/2020
		3. Create Plan of action to address program needs	01/26/2018	05/29/2020
		4.		
		5.		
5.		1.		
		2.		
		3.		
		4.		
		5.		

Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 108916

Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Valley View ISD has systems in place to monitor the attainment of goals and objectives to ensure quality of instruction leading to student success. These systems include classroom walk through observations, team meetings, review of assessment results, and data analysis. To help monitor the attainment of district goals, walk through observations are conducted to monitor classroom activities, instructional delivery, and alignment to district curriculum objectives. Walk through observations take place district wide to allow the campus principal, superintendent, assistant superintendent, and a team of directors to visit every classroom when campus visits from central office administrators are scheduled. These classroom observations are intended to be less formal than the teacher evaluation process, but they have proven to be a vital means of engaging teachers in dialogue and reflecting on instructional methods and alignment with district-wide goals. Teachers are provided with critiques in subsequent dialogue that assists them in increasing their skills and classroom performance, while further helping them align their classroom instruction to the district curriculum. Due to these observations and subsequent feedback, teachers and principals can achieve a higher degree of clarity with respect to expectations and can more easily develop a plan to help improve student academic performance. Another monitoring system involves the extensive analysis of weekly and six weeks' assessment data which allows campus administration to pinpoint areas of weakness, identify lower performing class groups, and detect which learning objectives are not being met, thus considered areas that need improvement. Findings from this data analysis are incorporated into each individual school's Plan of Action, or plan for improvement. The campus Plan of Action can be adjusted to include a Mentoring Program which allows an experienced teacher or teacher who has had a proven track record of success with similar students to be teamed up with a lower performing teacher in order to share methodologies for the purpose of improving a teacher and student performance. Campus visit summaries, plans, and data analysis are discussed and reviewed in weekly grade level meetings and in campus visit meetings. In summary, the use and discussion of classroom walk through observations, administrative and grade level meetings, and the on-going analysis of student and teacher performance data are the processes and procedures in place at View ISD to monitor the attainment of goals and objectives. The ultimate goal is to positively impact student learning and academic performance.

Part 4: Sustainability and Commitment. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

It is a core belief of Valley View ISD that all students can learn and achieve success. This philosophy applies to students in our advanced placement (AP) courses, as well as to students who require special services. Valley View ISD currently has a Texas Science, Technology, Engineering and Mathematics (T-STEM) Program and an Early College Campus (ECC) that open up opportunities for more students, especially women and minorities, to graduate college ready in Science Technology Engineering Mathematics (STEM) related fields and be encouraged to pursue post-secondary education. These, combined existing efforts from the TSTEM Program and ECC, provide opportunities for students to work toward an Associate's Degree in the field of their choosing. Valley View ISD also offers a more traditional plan for the acquisition of twelve or more high school credits through dual credit partnerships, or AP pathways, with the University of Texas-Rio Grande Valley, South Texas College, South Texas Nursing Academy and South Texas ISD. In the Spring of 2017, over four hundred students had accumulated over five thousand college credit hours and about forty students earned an Associate's degree. To help coordinate efforts to maximize the effectiveness of grant funds, Valley View ISD will offer a clear educational pathway mapped out and reviewed for all students to make certain that students succeed, graduate, and excel. As the district seeks to expand such offerings in the future, students will be further assisted in obtaining the skills and training that will increase the likelihood of their continued academic success and employability. To ensure that all project participants remain committed to the project's success, the district shall offer a rigorous curriculum that prepares students for collegiate levels. The ultimate goal is that graduate students be better prepared for the challenges that await them in college, technical or trade school, and the workforce in the future.

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Schedule #15—Project Evaluation

County-district number or vendor ID: 108916

Amendment # (for amendments only):

Part 1: Evaluation Design. List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	Staff meetings with stakeholders to set/revisit projects Goals	1.	Meetings with staff, including counselor, campus administration, CTE Dir.
		2.	Evaluate the effectiveness of the program
		3.	Create an Action Plan for improvement if needed
2.	Classroom walk through observations	1.	Monitor program activities, instructional delivery, and alignment to program
		2.	Subsequent dialogue with teachers
		3.	Observation data and reflections will be shared with teachers
3.	Progress monitoring	1.	Shall take place every three weeks, six weeks and each semester
		2.	Purpose is to identify low performing students
		3.	Report card grades used to measure effectiveness and success of program
4.	Data Analysis	1.	Review weekly and six weeks' assessment data
		2.	Identify areas of weakness that need to be corrected with plan of action
		3.	Identify which learning objectives are not being met
5.	Student-staff meetings	1.	Program instructor, or designee, shall hold conferences with students
		2.	Discuss academic progress, attitude, and compliance with assignments
		3.	Ensure that students will successfully complete the program

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The current number of student participants to be served in the Valley View ISD Career and Technology Education (CTE) School of Health Science Program with funding from the Perkins Reserve grant are a total of fifty one students, nine in 11th grade and forty-two in 12th grade. The processes for collecting program data are similar to the monitoring processes and procedures already in place at Valley View ISD that help monitor the attainment of district goals and objectives. These processes and procedures rely heavily on extensive data analysis and include classroom walk through observations, review of assessment results, progress monitoring, and meetings with students and staff. Walk through observations will be conducted to monitor program activities, instructional delivery, and classroom alignment to program objectives. After CTE School of Health Science classroom observations have been conducted, teachers will be involved in subsequent dialogue. Observation data and reflections will be shared with teachers in an effort to assist them in increasing student technical skills, classroom performance, and alignment to program goals. Student academic data collection shall include weekly and six-week assessment results, progress reports, report cards, regular daily program attendance, as well as the results on certification and license exams. An extensive data item analysis of weekly tests, six weeks assessments, and certification exam data will allow program teachers and campus administration to pinpoint areas of weakness, identify low performing students, and detect which learning objectives are not being met, thus considered areas of improvement that need to be addressed and corrected with the project delivery. Progress monitoring will take place every six weeks and the end of each semester to review students' three week progress reports, six weeks report cards, and semester grades. In order for problems with project delivery to be identified and corrected throughout the project, pertinent data will need to be reviewed by campus staff to ensure that students are progressing and that their academic needs are being met. The use and interpretation of data is a means to identify program progress and successes, as well as any problems with project delivery. Identified problems will require a plan of action to improve program methods and/or target appropriate instruction to meet student individual needs. Once problems with project delivery have been identified, program instructor shall hold periodic conferences with students to discuss student academic progress, student attitude, and compliance with assignments. These student meetings are to ensure that program participants are on track and will be able to meet the program goals and objectives to successfully complete the assigned courses. Staff will then revisit program goals and set plan of action if deemed necessary.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 108916

Amendment # (for amendments only):

TEA Program Requirement 1: Explain how the project identified the high-demand occupations and their related programs of study in partnership with the local workforce development board. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Applicants applying for Focus Areas 1, 2, or 3 must address this question.

Valley View Independent School district has identified a project that focuses on the Career and Technology Education (CTE) School of Health Science Program to help prepare students for a high-demand occupation in the health-care industry. "The Bureau of Labor Statistics notes that nursing careers are projected to grow much faster than most other professions in the years to come. The rapid growth is due to several factors, namely a sizable population of aging baby boomers and the expansion of U.S. healthcare coverage levels under the Affordable Care Act", declared *RN to BSN Careers in Nursing*. According to the *Nurse Journal*, there are five booming nurse specialties where the demand is high: Certified Nurse Anesthetist, Certified Dialysis Nurse, Certified Legal Nurse Consultant, Certified Nurse Midwife, and Nurse Case Manager. A Certified Nurse Anesthetist is a professional who works closely with surgeons, podiatrists, and anesthesiologists making sure that anesthesia medications are safely administered. There is a growing demand for these nurses who may earn a salary around \$135,000 per year. A Certified Dialysis Nurse (CDN) assists people who have to use a dialysis machine to get rid of waste products from the body. This is one of the fastest growing specialties in the nursing field. Applicants will need at least two thousand hours caring for patients on dialysis in a two- year program and take a certification test. Median salary for a Certified Dialysis Nurse is \$63,000 per year. A Certified Legal Nurse Consultant (LNC) is a specialty career in nursing where nurses do not always work in a hospital. Many LNCs work with an officer or even from their home. They use their health care and nursing expertise to consult on lawsuits that are related to medical issues. Median salary for this nursing position is \$62,000 a year. A Certified Nurse Midwife will deliver babies, provide health care to female patients, and provide family planning education on prenatal or postnatal care. These certified nurses can work in a hospital, health department, clinic, private practice or even from home. The median salary for a Certified Nurse Midwife is \$84,000 annually. They will have the highest degree of success with a Master of Science in Nursing. Becoming a Nurse Case Manager is a good and fast way for a registered nurse to move forward from the regular nursing job. A Nurse Case Manager will monitor how a patient is progressing and evaluate his or her care while sometimes suggesting treatments. Many Nurse Case Managers are employed by insurance companies with a median salary of \$69,000 per year. Research has found that Texas is the largest state in the U.S with an increasing number of citizens who need their health needs addressed. This includes elderly residents who need immediate medical attention. According to a comprehensive directory, *Texas Nursing Schools*, there is a current shortage of health care workers in the state of Texas. It has been found that a vast amount of small towns throughout the state of Texas have a growing need for qualified nurses. It has also been found that Texas has become the state of choice for military retirees because of the services available to them through the U.S Department of Veterans Affairs (VA), as well as other military benefits. One benefit in particular is that a veteran who resides in the state of Texas does not need to pay state income tax. Valley View ISD is located in South Texas along the U.S. / Mexico border in one of the most disadvantaged regions in South Texas, Rio Grande Valley, and one of the most impoverished counties in the state, Hidalgo County. The Texas Career Check registry for the Lower Rio Grande Valley region, ranks careers in the health industry among the top twenty-five occupations with highest projected number of jobs. This includes Registered Nurses (RN) ranked number two on the list and Licensed Practical and Licensed Vocational Nurses (LVN) ranked number six. Thus, a high demand for health care professionals in the Rio Grande Valley is to be expected. As mentioned in the program summary, nursing is a career in high demand specifically to the Rio Grande Valley region. Some of the more pressing challenges facing the region and Valley View Independent School District is the need to improve resources and post-secondary attainment opportunities for high school students. The purpose of the Perkins Reserve Grant at Valley View ISD will be to enhance the existing Career and Technology Education School of Health Science Program. This will be accomplished by providing new instructional resources and improved supplemental materials, as well as upgrading the necessary equipment to meet industry specifications. Ultimately, these efforts shall better prepare students for a high demand career in the health industry and, at the same time, increase the number of program participants and eligible students who obtain a certification and/or license in the field. Research has found that there are and will continue to be abundant job opportunities for careers in the health care industry, particularly in nursing, in the state of Texas. Additionally, the options in the nursing field are vast in the Rio Grande Valley region. By selecting a booming nursing specialty, students will have the opportunity to enjoy a highly productive career in nursing and earn a good salary while doing so.

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Schedule #17—Responses to TEA Program Requirements

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Amendment # (for amendments only):

TEA Program Requirement 2: Describe how you will design at least one program of study that spans secondary and postsecondary education and includes an appropriate sequence of courses that are aligned with high-demand occupations identified by local regional workforce board. The program of study should build in rigor as students' progress through high school. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Applicants applying for Focus Areas 1, 2, or 3 must address this question.

The Valley View Independent School District Career and Technology Education (CTE) program of study at that will be the focus of the project to span secondary and post-secondary education is the CTE School of Health Science program at Valley View High School. Valley View ISD is located in South Texas along the U.S. / Mexico border in the Rio Grande Valley region of Hidalgo County. According to the Texas Career Check registry for the Lower Rio Grande Valley region, careers in the health industry are ranked among the top twenty-five occupations with highest projected number of jobs. This includes Registered Nurses (RN) ranked number two on the list and Licensed Practical and Licensed Vocational Nurses (LVN) ranked number six. The district currently has in place a CTE School of Health Science career pathway that begins with Medical Terminology and Anatomy Physiology. These are the prerequisite courses for Practicum of Health Science in order for students to challenge and pass the certification exam for the Certified Nurse Assistant (CNA) certificate. The goal is to expand this program, thus expanding student opportunities to earn a CNA certificate. The appropriate sequence would begin with the Principles of Health Science class. The course can be described as an orientation and foundation for occupations and functions in any health care profession. It will include broad health-care core standards that specify the knowledge and skills needed by the vast majority of health-care workers. Students will be given an overview of diagnostic, therapeutic, and information systems of the health-care industry. This course will serve as a pre-requisite for Health Science, an additional course in the Health Science Program. Health Science shall focus on exposing students to the planning and managing of health services, health information, and support services. Once the Health Science course has been successfully completed, students will have an expanded choice of courses and can enroll in any of the following four classes: Medical Terminology, Pathophysiology, Anatomy and Physiology, or Medical Microbiology. Students will understand the language used in the medical field once they have completed the Medical Terminology course. This includes medical terms used to describe the human body and its components, processes, health conditions, medications, and medical tools. Students enrolled in the Pathophysiology course will learn about diseases and pathogens that harm the human body. The Anatomy and Physiology class is intended to build awareness of the structure and function of the human body. Students are expected to learn the structural relationships of the human body and its parts and be exposed to the different divisions such as cellular anatomy, developmental anatomy, systemic anatomy and physiology, cell physiology and special (organ) physiology. The Medical Microbiology course will assist students expand their studies in diagnosis of infections and treatment of infectious diseases and become well versed in the characteristics of pathogens, their modes of transmission, mechanisms of infection and growth, and suggested treatment options. Once students successfully complete their course of study in the sequence thus far, they can register for the Practicum in Health Science course, the final course in the Health Science sequence. Students will build an understanding of the safety practices needed for the delivery of quality health care. They will observe safety procedures in the administration of client care and be expected to demonstrate these practices in the clinical setting. They shall have an understanding of the Occupational and Safety Act (OSHA) and an awareness of the causes of accidents stemming from poor judgement, physical limitations, or lack of training. Students will receive training on client care safety, including, but not limited to, bed safety, wheel chair safety, restraint safety, housekeeping safety, and general safety with clients. This last course of the sequence will give students the opportunity to role play workplace scenarios using medical equipment and materials such as hospital mannequins and simulators. Students will also need to become familiar with a wide range of content including a Material Safety Data Sheet (MDS) that identifies poisonous substances, safety exposure limits, symptoms of overexposure, health hazards, and special precautions. Once this coursework is completed, students will be eligible to challenge the certification exam. Valley View ISD currently has a contract agreement with a service provider, RGV Vo-Tech, who has agreed to provide instruction and workforce training leading to state certification of students in the Nurse Assistant (NA) / Phlebotomy Technician program and Certified Medical Administrative Assistant / Certified Medical Billing and Coding Specialist programs. Valley View ISD agrees to provide instructional materials, counseling services, instructional space for academic studies to include computer lab or computer access for web-based daily classwork, and a simulated work environment for training in an effort to optimize services to students leading to a state license and/or state certification.

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Schedule #17—Responses to TEA Program Requirements

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Amendment # (for amendments only):

TEA Program Requirement 3: Provide a sample crosswalk that identifies postsecondary coursework that would be required of a student in the program of study in order to complete a certificate or receive an associate's degree from the partnering general academic teaching institution(s) within two to three years of graduating from high school. The crosswalk may also demonstrate how the project can lead to a bachelor's degree. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Applicants applying for Focus Areas 1, 2, or 3 must address this question.

Valley View ISD has identified postsecondary coursework for the Career and Technology Education (CTE) School of Health Science Program that will eventually lead to a Vocational Nurse License. Students at Valley View High School who have taken the Advanced Placement testing have already earned credit for the basic courses. Students also have the option to take the College Level Examination Program (CLEP) exams which allows them to test in basic subjects including composition and literature, science, mathematics, history and social sciences, business, and world languages. Different schools have special requirements for their School of Health Science program. A sample crosswalk that identifies postsecondary coursework required of a student graduating from Valley View High School in the School of Health Science program of study begins with general admission requirements. For a Licensed Vocational Nursing (LVN) program in the United States, for example, general admission requirements include age, residency, education, skills, and special requirements. Most vocational nursing schools require students to be at least seventeen or eighteen years of age to begin their LVN Program. A birth certificate will be required to demonstrate age eligibility. Some schools even require that students have graduated from a local high school as part of their residency requirements. This residency requirement may also apply to a student's intent to reside and work in the state after the LVN program has been completed. A student must be a high school graduate in order to enter most LVN programs. Some schools even require a minimum Grade Point Average (GPA) to be enrolled. Official transcripts from Valley View High School will be needed for the school for which students are applying. In addition, the postsecondary school will require a Test of Essential Academic Skills (TEAS). Material to prepare for this test is available through ATI Nursing Education. Some of the basic prerequisite courses include English, Biology, Chemistry and Math with a set minimum GPA according to the school for which the student is applying. Students will also need to provide an immunization record and a physical to prove that they are physically and mentally prepared to complete the education program. Some special requirements include a personal interview, entrance exams, and orientation classes. South Texas College (STC) is a public community college in the Rio Grande Valley region of South Texas with six campuses spread out in McAllen and a Mid-Valley Campus in Weslaco. South Texas College is accredited by the Commission of Colleges of the Southern Association of Colleges and Schools to award Bachelor and Associate degrees. To continue in the vocational nursing program offered at South Texas College, students will need to complete forty-six credit hours in a three semester program that focuses in basic nursing. An Associate Degree in Nursing (ADN) at STC will prepare students with the basic competencies to become safe practitioners in the health-care field. Students will need to complete sixty credit hours in four semesters. South Texas College also offers a Bachelor's Degree in Medical and Health Services Management in which students need to complete a four-year course sequence that focuses on management principles, delivery of health-care services, health information processing technology, and government regulations related to health-care services. This program prepares graduates for management positions in a health care or medical facility. Students will need to successfully complete one hundred twenty college credit hours in the course sequence to earn their degree. Certificate plans made available to program students at STC in the Nursing and Allied Health Division include, but not limited to, certificates in Vocational Nursing, Medical Coding Specialist, Medical Office Specialist, and Patient Care Assistant. Formerly known as The University of Texas at Brownsville and University of Texas-Pan American, since 2013, the University of Texas Rio Grande Valley (UTRGV) has campuses throughout the Lower Rio Grande Valley region in Brownsville, McAllen, Port Isabel, Rio Grande City and South Padre Island. This major public university offers a Bachelor of Science in Nursing. Their program is designed to enable students to integrate knowledge from theory and research, high level skills, and concepts of leadership into the practice of professional nursing care of individuals, families, groups, and communities. It has been said that becoming a Licensed Vocational Nurse (LVN) is the fastest way to becoming a registered nurse according to LVN Programs found at LVNPROGRAMS.ORG. The Bachelor of Science in Nursing (BSN) Program at UTRGV is a pathway for registered nurses that provides a foundation for graduate study. In this program, students must fulfill one hundred twenty total credit hours for graduation which include forty-two hours of General Education Core Requirements, seventy-eight hours of Major Requirements and fifty-seven Advanced Hours.

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County-district number or vendor ID: 108916

Amendment # (for amendments only):

TEA Program Requirement 4: Identify the partner organizations that will help carry out the grant. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point. **Applicants applying for Focus Areas 1, 2, or 3 must address this question.**

Valley View Independent School District currently has a contract agreement with a service provider, RGV Vo-Tech LLC, a vocational school located in McAllen, TX. RGV Vo-Tech LLC is licensed by the Texas Workforce Commission, National Health Careers Association, and the Texas Department of Aging and Disability Services as a service provider in the business of providing allied health instruction that specializes in training for the medical field. Their lesson plans, study guides, and selected fields and programs of study will help students in becoming medical professionals by training in adequate patient care while meeting all the requirements set forth by the Department of Aging and Disability Services and other governing agencies. In their service contract agreement with Valley View ISD, RGV Vo-Tech LLC has agreed to:

1. Provide instruction and work force training in leading to state certification of students in areas of:
 - a. Nurse Assistant (NA) / Phlebotomy Technician Program;
 - b. Certified Medical Administrative Assistant / Certified Billing and Coding Specialist;
2. Provide qualified licensed Vocational Nurses, approved by the Texas Department of Aging and Disability Services and National Healthcare Association (NHA) to instruct and train Valley View ISD Career and Technology Education (CTE) School of Health Science program students and prepare them for the end-of-course state exam;
3. Work with Allied Health Agencies to facilitate placement for graduates;
4. Coordinate with Valley View ISD staff to ensure the provision of series to learners enrolled in the program.

In this partnership agreement, Valley View ISD agrees to provide acceptable work and instructional space for training for academic studies to include computer lab or computer access for web based daily classwork, as well as partial or full payment to service provider upon enrollment of students. These efforts are to optimize service to students. For their services, Valley View ISD agrees to pay the service provider costs for each student that include tuition, back ground check and CPR Certification fees, as well as costs for supplies and exams.

TEA Program Requirement 5: Identify at least one industry partner that will assist with curriculum development to support relevant and frequent industry experiences for students participating in the program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point. **Applicants applying for Focus Areas 1, 2, or 3 must address this question.**

Curriculum development and implementation at Valley View Independent School District is overseen directly by the Assistant Superintendent and campus administration in order to ensure quality and uniformity of the curriculum implemented though out the district campuses. The Valley View ISD Career and Technology Educating (CTE) School of Health Science program has an agreement with an industry partner, RGV Vo-Tech LLC, which will assist with curriculum implementation to support students with industry experiences. RGV Vo-Tech, LLC is a vocational school licensed by the Texas Workforce Commission, National Health Careers Association, and the Texas Department of Aging and Disability Services as a service provider in the business of providing allied health instruction that specializes in training for the medical field. Their lesson plans, study guides, and selected fields and programs of study will help students in becoming medical professionals all by training in adequate patient care, which includes medication administration, wound care, and maintenance of intravenous (IV) catheter lines. Students must learn to provide assistance with daily living activities such as feeding, bathing, and clothing. Students must also learn the associated medical terminology, which is the language of healthcare professionals. All while meeting all the requirements set forth by the Department of Aging and Disability Services and other governing agencies. The curriculum development process at Valley View ISD begins with orientation training and curriculum development sessions at the beginning of each school year as presented by the Assistant superintendent. This process continues throughout the year and reviewed at the end of the school year to ensure the effectiveness of the curriculum and student mastery of the Texas Essential Knowledge and skills (TEKS). It is a major goal of Valley View ISD that the Health and Science Program participants acquire the skills and technical expertise necessary to carry out tasks in the health industry. RGV Vo-Tech has also agreed to facilitate placement for graduates. Employment opportunities include, but not limited to, family practice, specialty or urgent care clinics, hospitals, wound care facilities, and now in high demand than ever before, dialysis centers.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 108916

Amendment # (for amendments only):

TEA Program Requirement 6: Propose a sustainability plan to ensure that the school(s) will continue to meet the goals of the grant program after the end of the grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Applicants applying for Focus Areas 1, 2, or 3 must address this question.

Valley View Independent School District is a Title 1 district with more than eighty-five percent of the student population deemed economically disadvantaged. In addition to substantial economic barriers, students come from homes where Spanish is the only spoken language, resulting in a large number of English Language Learners (ELLs). Fifty-eight percent of the student population in the district are currently identified as ELLs. Furthermore, the location of the district next to the border with Mexico provides for a large influx of immigrants in the Valley View service area which contributes to the student population of recent immigrants also identified as 'At-Risk'. Some of the more pressing challenges facing the district is the need to improve resources and post-secondary attainment opportunities for high school students. Nevertheless, Valley View ISD strives to establish a culture of success within the district and each of its eight schools. How will Valley View ISD sustain the Career and Technology Education (CTE) Health Science program operational after grant funding ceases? Continuation of the program will be an instructional priority. It is a strongminded effort of Valley View ISD, despite the students' language and economic barriers, to strengthen the community it serves and to simultaneously make notable progress. To continuously improve and make progress towards meeting district goals and to assure that sustainability strategies are being followed, Valley View ISD shall:

- Engage all stakeholders to maintain interest in the program and continue working closely with the community the district serves;
- Strengthen partnerships with post-secondary institutions and create partnerships with health care providers to offer real life experiences to students and facilitate student placement in the workforce;
- Strengthen linkages with secondary CTE School of Health Programs and postsecondary programs in the field by offering student internships and incorporating field experiences with pre-graduates to continue generating interest and promoting careers in the health industry;
- Conduct periodic needs assessments, data driven decision making, and data analysis that compares input (efforts, expenses) and output (expected/desired results);
- Promote careers and career awareness: Invite former Valley View ISD students who participated in the CTE Health Science Program to share success stories;
- Continue with use of non-consumable materials purchased with grant funds that have a minimum shelf life of five years.
- Demonstrate continued high demand for health care employees.

Valley View ISD with its Board of Trustees also seeks to provide a long-term solution to the problem of college attainment for all students. Valley View ISD has implemented Advanced Technical Credit (ATC), which is a state wide program that advances program placement for students interested in preparing for college and technical careers that require post-secondary education. Students in their junior and senior years in high school who earn a grade of 3.0 (B) or better are given the opportunity to swap courses as advanced measures for their graduation plan. Statewide Articulation is another way students can earn college credit while in high school. Students who take content-enhanced articulated career and technical courses for high school credit may also be eligible for college credit at community or technical colleges statewide. Furthermore, the Board of Trustees has been committed to establishing and sustaining a Valley View T-STEM Early College High School and a Career and Technology Education (CTE) Program with its own exclusive building. With prior grants, as with the 21st Century Grant, Valley View ISD was able to maintain sustainability and continue program offerings even years after grant funding had been exhausted. The district did so by assuring that sustainability strategies were followed and by investing in non-consumable supplies and materials which were readily available in upcoming years, even years that followed when grant funding was no longer available. These noticeable efforts show that the district, despite its many challenges, enforces sustainability plans to ensure that it will continue to meet its goals, provide a long-term solutions to problems, and strives to prepare students to become career and college ready. Valley View ISD will provide the necessary funding to continue offering the CTE School of Health program once funding has been exhausted by applying sustainability strategies and by revisiting the program budget and making changes and allotments where it deems necessary.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 108916

Amendment # (for amendments only):

TEA Program Requirement 7: List capstone industry certifications and programs of study that were identified in partnership with postsecondary, industry, or other LEAs. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Applicants applying for Focus Area 4 must address this question.

Valley View Independent School District understands the pressing concerns facing students to become career and college ready, a difficult task that comes not without its many challenges. The district serves a community of predominantly Spanish speaking students and parents from low income households. In an effort to support the students' battle against economic deficits, poverty, and language barriers, the district has made available industry certifications and programs of study to interested students in the Career and Technology Education (CTE) Program. Key partnerships with institutions of higher education have been used to provide extended opportunities for students to enter a community college as an added benefit of being part of the CTE Health Science Program. The Principles of Health Medical Office Specialist class, for example, is a two year/four class course offered through South Texas College (STC) in McAllen, TX. South Texas College is a public community college in the Rio Grande Valley region of South Texas with an enrollment of approximately 31,000 students. It has six campuses, spread out in McAllen and a Mid-Valley Campus in Weslaco. STC is accredited by the Commission of Colleges of the Southern Association of Colleges and Schools to award a Bachelor of Applied Technology, Associate of Applied Science, Associate of Arts and Associate of Science degrees. The dual enrollment classes Valley View ISD currently has with South Texas College enables students to enroll in a college course and receive simultaneous academic college credit and high school credit. Funding generated from this Perkins Reserve Grant Application will focus on the CTE Health Science Program to gain an increased number of certificates and licenses in a health related field. Students need to successfully complete course work such as:

- Principles of Health Science (PRINHLSC) Certified Nursing Assistant and Phlebotomy— course is designed to provide an overview of the therapeutic, diagnostic, health informatics, support services, and biotechnology research and development systems of the health care industry. Upon successful completion and expected mastery of the course and required state exams, the student is eligible to receive a two-year state issued license as a Certified Nursing Assistant and Phlebotomy;
- Principles of Health Science (PRINLSC) Medical Office Specialist – course is a dual enrollment class in which the student is enrolled in a college course and receives high school academic credit simultaneously. The student is eligible to earn state certificates in EKG, CAN, Phlebotomy and Patient Care technician upon successful completion of the course and required exams;
- Health Science Theory (HLTHSCI) Certified Medical Administrative Assistant and Certified Billing and Coding Specialist – course is designed to provide the development of advanced knowledge and skills related to a wide variety of health careers. Upon successful completion and expected mastery of the course and each required state exam, the student is eligible to receive a two year CMAA national Certificate and a two year CBCS National License.

Students will learn about Occupational Safety and Health Administration (OSHA) safety regulations, use of personal protective equipment, sanitation, sterilization, and disinfection. Students will also learn how to utilize program activities as an integral component of course content and skills application. Leadership development and use of Information Technology applications will be incorporated in the field of study for health care specialties. Students will acquire basic computer skills and have the capacity to take certain courses online. Students will also demonstrate key employability skills such as interviewing, writing resumes, and completing applications in an effort to increase their possibilities for employment in the health care industry. With these newly acquired knowledge competencies, personal proficiencies, technical and professional skills beyond basic education course work, students will overcome language barriers to be successful in any training program. Once industry certifications and licenses are obtained, students will have the opportunity to pursue a Vocational Nurse License or college degree in nursing. The self-sufficiency goal is for student graduates to enjoy a highly productive career in nursing and earn a good salary while doing so. Students will one day overcome economic deficits and surmount the cycle of poverty that has built barriers generation after generation, effectively maintaining a culture of success for Valley View Independent School District.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 108916

Amendment # (for amendments only):

TEA Program Requirement 8: Explain how the awarding of a Perkins Reserve Grant will complement the existing CTE program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Applicants applying for Focus Area 4 must address this question.

If awarded, funding from the Perkins Reserve Grant will complement the existing Career and Technology Education (CTE) Program at Valley View Independent School District by increasing student enrollment, promoting health careers, upgrading health program equipment, and providing supplemental resources for the CTE School of Health Science Program. Teachers will be able to offer additional coursework while enhancing the CTE School of Health Science curriculum. Supplemental resources will improve the simulated training environment for students. The grant will also enhance the existing CTE Health Science Program by providing new and improved instructional materials as well as upgrading the necessary equipment to meet industry specifications. Funding from the grant can also be used to help leverage existing funds. Some of the current costs associated with the program within the contract agreement with RGV Vo-Tech LLC, include but are not limited to the following:

Nurse Assistant (NA) / Phlebotomy Student 1 semester, 2 Certification Courses			
Nurse Assistant Item Breakdown	Cost	Phlebotomy Item Breakdown	Cost
CNA Tuition	\$900	Phlebotomy Tuition	\$850
Nurse Assistant State Exam	\$95	Phlebotomy State Exam	\$110

Certified Medical Administrative Assistant / Certified Medical Billing and Coding 1 semester, 2 Certification Courses			
CMMA Item Breakdown	Cost	CBCS Breakdown	Cost
CMMA Tuition	\$600	CDBCS Tuition	\$694
State Exam Fee	\$110	State Exam Fees	\$110

Perkins Reserve Grant funding will also assist Valley View ISD in the provision of consulting services from experts in the field to encourage student enrollment in the program and completion of the required course sequence. The objective is to strengthen the program now by increasing student enrollment, promoting health careers, upgrading health program equipment, and providing supplemental resources for the Career and Technology Education (CTE) Health Science Program. The purpose behind these efforts is to increase student enrollment, participation, and successful completion of the program in an effort to motivate students to obtain a college degree in a health care field. Ultimately, this shall better prepare students for a high demand career in the health-care industry and, at the same time, increase the number of eligible students who obtain a certification and/or license in the field. In the Spring of 2017, 22 students received a Certified Nurse Assistant (CNA) state license, 22 also earned a Phlebotomy state license, and 4 students earned a Medical Office Specialist Certificate. The desired outcome is to increase student enrollment in the Valley View High School CTE School of Health Science program and expand the number of licenses and certificates issued to student participants by 20%. In summary, funding from the Perkins Reserve grant will help increase the overall success rate of the Career and Technology School of Health Science Program at Valley View ISD. This shall better prepare students for a high demand career in the health service industry now and for years to come. A long term goal of the district is to expand the Career and Technology Education (CTE) Health Science Program by offering coursework for a Vocational Nursing program at Valley View High School in the near future. For this to be considered, the current program needs to be strengthened. A Vocational Nursing program will provide prospective students with the knowledge, basic nursing skills, and abilities to pursue a career as a Licensed Vocational Nurse. Students in this program will need technical skills to maintain infection and exposure control and an understanding of medical terminology. All medical professionals, including Licensed Vocational Nurses (LVNs), must have an understanding of medical terminology in order to communicate effectively with physicians and to carry out instructions correctly. The Licensed Vocational Nurse assists in determining the physical and mental health status, needs, and preferences of a patient based on interpretation of health related data and changes in a patient's condition. It is a district priority to expand and strengthen the current Health Science Program that will lead to increased student participation and a growing number of licenses and certificates issued to students. Long term goal is for the program to eventually lead students to a Vocational Nurse License.

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Schedule #18—Equitable Access and Participation				
County-District Number or Vendor ID: 108916		Amendment number (for amendments only):		
No Barriers				
#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Gender-Specific Bias				
#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Cultural, Linguistic, or Economic Diversity				
#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 108916

Amendment number (for amendments only):

Barrier: Cultural, Linguistic, or Economic Diversity (cont.)

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B15	Provide adult education, including high school equivalency (HSE) and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B18	Coordinate with community centers/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Gang-Related Activities

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C04	Provide flexibility in scheduling activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C06	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 108916

Amendment number (for amendments only):

Barrier: Gang-Related Activities (cont.)

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C10	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C11	Establish collaborations with law enforcement agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Drug-Related Activities

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D07	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D08	Provide comprehensive health education programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D10	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D11	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E02	Provide program materials/information in Braille	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

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Amendment number (for amendments only):

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E04	Provide program materials/information in digital/audio formats	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E05	Provide staff development on effective teaching strategies for visual impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E06	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E07	Format materials/information published on the internet for ADA accessibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Hearing Impairments

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F02	Provide interpreters at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F03	Provide captioned video material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F04	Provide program materials and information in visual format	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F05	Use communication technology, such as TDD/relay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F06	Provide staff development on effective teaching strategies for hearing impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F07	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Learning Disabilities

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G02	Expand tutorial/mentor programs	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G04	Provide training for parents in early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
G99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Physical Disabilities or Constraints

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H03	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 108916	Amendment number (for amendments only):
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Barrier: Inaccessible Physical Structures

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J02	Ensure all physical structures are accessible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Absenteeism/Ttruancy

#	Strategies for Absenteeism/Ttruancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K06	Provide before/after school recreational or educational activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K07	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K08	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K09	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K10	Coordinate with health and social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K11	Coordinate with the juvenile justice system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: High Mobility Rates

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L02	Establish collaborations with parents of highly mobile families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L03	Establish/maintain timely record transfer system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Support from Parents

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M02	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 108916

Amendment number (for amendments only):

Barrier: Lack of Support from Parents (cont.)

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M04	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M05	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M06	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M07	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M08	Provide program materials/information in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M11	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M13	Provide adult education, including HSE and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M15	Facilitate school health advisory councils four times a year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Shortage of Qualified Personnel

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N03	Provide mentor program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N04	Provide intern program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N05	Provide an induction program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
N07	Collaborate with colleges/universities with teacher preparation programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Knowledge Regarding Program Benefits

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Barrier: Lack of Knowledge Regarding Program Benefits (cont.)

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Transportation to Program Activities

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Barriers

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			

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